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ABSTRACT

This report provides descriptions and statistics on Georgia's ten Youth Development Centers designed for the care of delinquent children. Title I courses include business education, cultural enrichment, small appliance, furniture repair, and basic skills, with an emphasis on the latter. Results of the enrichment courses fall in the cognitive, affective, and psychomotor domains. Gains such as increased knowledge of jobs available and training necessary for each, improved peer relationships, and development of marketable skills are reported. Program content is said to be determined through a needs assessment which takes place at each center. Performance objectives are written for the programs once needs and priorities are established. This area is stated to be of greatest potential for the centers. Although some centers state objectives in limited, observable, and behavioral terms, other centers state their objectives in non-behavioral terms establishing no definite criteria for measuring the impact of these programs. Another area of potential for the entire system is said to be that of instructional activities and methods. The incorporation of a more comprehensive system of describing instructional activities and methods is seen as a way to remedy the situation. Additional areas of possible common interest for all the centers are said to be systems used for scheduling and patterns of organization. (Author/AM)

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STATE OF GEORGIA
FISCAL YEAR 1974 STATE EVALUATION REPORT
FOR YOUTH DEVELOPMENT CENTER PROJECTS
SUPPORTED BY TITLE I ESEA FUNDS

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UD 015 646

There are six regional and four state institutions in Georgia designed for the care of delinquent children. Known as Youth Development Centers, these residential facilities are operated by the Youth Services Section of the State Department of Human Resources. ESEA Title I funds are made available to these Centers through the State Department of Education to provide supplementary educational services to the residents, many of whom are school dropouts or are achieving far below their ability and age level.

Title I Youth Development Center projects are supported through the Title I program for Neglected and Delinquent Children. The following steps, from application to implementation, are followed for each Youth Development Center Title I project:

1. The U. S. Office of Education notifies the state Title I director of the amount of funds which will be available through the Title I Program for Neglected and Delinquent Children in the ensuing year. The state director relays this information to the state consultant for Neglected and Delinquent Children (N & D Consultant). The consultant, in turn, informs the superintendent of each regional and state institution for Neglected and Delinquent Children (Youth Development Center) that funds have been allocated.
2. Youth Development Center authorities begin to assess the needs of children in residence.
3. The Neglected and Delinquent Consultant visits the Youth Development Center and, when necessary, assists Center authorities in writing a project proposal. In this proposal, the Center must "Identify and describe each of the instructional activities and the related supportive services to be provided."

4. A project proposal in rough draft form is submitted to the state Title I office for tentative approval. Recommendations are made toward improving the proposal.
5. A final draft in substantially approvable form is submitted to the state Title I office before the deadline date.
6. Upon approval of the project proposal, notification of approval is made to the State Commissioner of Human Resources, with copies sent to the appropriate Youth Development Center Title I curriculum consultant and to the superintendent of the state or regional Youth Development Center.
7. Funds are allocated and the project is implemented. The state N & D Consultant monitors the project, remaining in constant touch with the Youth Development Center Title I curriculum consultant through on-site visits and telephone conversations.
8. The project is the subject of both an on-going evaluation and a complete year-end evaluation.

The ten Youth Development Centers in Georgia were allocated $485,318 in FY 1974. Of this amount, $450,576 was budgeted for use during FY 1974, with the remaining $34,742 to be carried over to the FY 1975 budget. In addition to the $485,318 allocated for FY 1974, $130,000 in Title I funds were carried over from FY 1973. This brought the total amount of available Title I funds for FY 1974 to $615,318, of which the amount budgeted was $580,576. The ten Youth Development Centers reported expenditures of $425,270 during FY 1974. Table 1 provides a breakdown by Youth Development Center of allocations, amounts budgeted and amounts expended for FY 1974.

Table 1
Title I Allocation, Amount Budgeted and Amount Expended, by Center

Institution	FY 1974 Allocations	FY 1974 Budget			FY 1974 Expenditures
		FY 1973 Carryover	FY 1974 Regular	Total	
Atlanta	$ 45,846	$ 5,244	$ 42,564	$ 47,808	$ 33,017
Augusta	162,545	17,463	150,909	168,372	148,552
Macon	36,121	28,101	33,535	61,636	39,569
Milledgeville	185,236	60,852	171,976	232,828	151,832
Albany Regional	9,725	3,032	9,028	12,060	6,821
Augusta Regional	7,872	3,131	7,309	10,440	7,569
Gainesville Regional	11,114	2,957	10,318	13,275	11,782
Rome Regional	9,262	3,057	8,599	11,656	7,391
Sandersville Regional	8,335	3,107	7,739	10,846	8,753
Waycross Regional	9,262	3,056	8,599	11,655	9,984
TOTAL	$485,318	$130,000	$450,576	$580,576	$425,270

The number of students that participated in Title I programs in 1974, regardless of length of participation, was 3102 for the ten Centers. The number that participated for an average of one full year was 1014.4. This number is considerably less than the number that participated, regardless of length of stay, due to the fact that the length of residence of individual children at a Youth Development Center may vary from one day to several months or even years. Added to that is the fact that this number, 1014.4, is a "duplicated" number. That is, some of the students participated in more than one activity and were therefore counted more than once. An unduplicated count of students that participated an average of one full year would be even less, therefore.

Table 2
Title I Activities, By Center

Center	Activity													
	Basic Academic Skills	Barbering	Business Education	Career Education	Communication Skills	Cultural Enrichment	Distributive Education	Math Skills	Motivation	Music Education	Nurse Assistant Instruction	Orientation/ Diagnosis	Small Appliance and Furniture Repair
Atlanta				X	X			X					
Augusta					X				X				
Macon					2*	X	X	X			X		
Milledgeville	2*	X	X							X		X	X
Albany Regional	X												
Augusta Regional					X			X					
Gainesville Regional	X								X				
Rome Regional					X								
Sandersville Regional					X			X					
Waycross Regional	X												

* The number 2 indicates two activities in this area for this Center.

The activities listed in Table 2 are not meant to be mutually exclusive. For example, the category Basic Academic Skills includes reading, which is also considered a "Communication Skill," but both categories are mentioned for descriptive purposes. Several centers included as part of one program reading, speech, spelling and composition. These programs are referred to as "Communication Skills." Other programs included reading, also, but combined with mathematics, rather than with speech, spelling and composition. These programs are described as "Basic Academic Skills." A similar situation exists in the area of mathematics, since some centers combine it with reading for programs in "Basic Academic Skills," while others have separate programs, "Mathematics Skills."

The greatest emphasis was placed on the basic skill areas of reading, communication skills and arithmetic. This is evidenced by the fact that 59% of all programs provided fall into one of the basic skill categories. Half the centers, however, provided enrichment programs in addition to instruction in basic skills.

The amount of time students participate in Center programs fluctuates from month to month and from Center to Center. Discontinuation of services in any of the programs is generally a result of the student's having left the Center. Since children typically remain longer at State Centers, the length of stay for residents is measured in months at State Centers and in weeks at Regional Centers. Table 3 shows the number of students participating in each FY 74 program by the amount of time they spent in that program. Because students who participated in an activity might also have participated in additional activities, it is probable that individual students appear more than once in Table 3.

Table 3

Number Of Participants By Length Of Service And By Activity

ACTIVITY	0-1 MOS.	1-2 MOS.	2-3 MOS.	3-4 MOS.	4-5 MOS.	5-6 MOS.	6-7 MOS.	7+ MOS.	0-1 WKS.	1-2 WKS.	2-3 WKS.	3-4 WKS.	4-5 WKS.	5-6 WKS.	6-7 WKS.	7+ WKS.	TOTAL
Basic Academic Skills	1	19	20	47	39	51	51	198	273	190	138	127	82	49	49	94	1428
Barbering	4	7	4	7	4												26
Business Education		19	39														58
Career Education	3	17	5	16	17	18											76
Communication Skills	286	161	135	84	65	95	112	52	100	55	62	45	35	30	22	64	1403
Cultural Enrichment	1	4	41	17	6	50	17	41									177
Distributive Education	25	30	26	7	1												89
Math Skills	262	119	27	27	35	24	19	49									562
Motivation	7	12	10	27	35	66	88	7	117	114	50	29	29	14	13	32	650
Music Education	12	18	22	104	55												211
Nurse Assistant Instruction		72															72
Orientation/ Diagnosis	611																611
Small Appliance and Furniture Repair	3	6	7	19	12	8	10	11									76
TOTAL	1215	484	336	355	269	312	297	358	490	359	250	201	146	93	84	190	

Both the total number of children served during FY 74, and the average number of children served at any one time, are shown in Table 4, by activity and by Center. The first number shown in each block is the total number of children served in that Center's program during FY 74. The second number is the average number of children being served by that program at any one time during FY 74.

This table provides additional evidence that a great deal of emphasis was placed on the basic skills. A total of 1428 participated in the basic academic skills (reading and math), 1403 in communication skills (reading, speech, spelling, composition) and 562 in mathematics skills. The grand total for basic skills programs was 3393 participants. The remaining seven program areas averaged only 292 participants.

Two Centers, Augusta Regional and Gainesville Regional, offered programs designed to increased students' motivation. Augusta with 252 participants and Gainesville Regional with 398 together totaled 650 participants for this type of activity.

The high number (611) participating in orientation activities reflects the dimensions of the orientation program offered by one large center, the Milledgeville Youth Development Center.

Table 4

Total Number And Number Averaging One Full Year Participation By Activity And By Center

ACTIVITY	CENTER									
	Atlanta	Augusta	Macon	Milledgeville	Albany Regional	Augusta Regional	Gainesville Regional	Rome Regional	Sandersville Regional	Waycross Regional
Basic Academic Skills										
Total				*A 249 *R 177	132		398			472
One-year average				128.0 81.6	9.5		19.0			26.6
Barbering										
Total				26						
One-year average				5.4						
Business Education										
Total				58						
One-year average				10.5						
Career Education										
Total	76									
One-year average	22.6									
Communication Skills										
Total	119	252	**L273 **R106			240		288	125	
One-year average	42.3	107.2	61.9 19.8			14.6		16.7	10.0	
Cultural Enrichment										
Total			177							
One-year average			74.4							

* A=Academic Achievement; R=Remedial Instruction
** L=Library Skills
** R=Reading

Table 4

Total Number And Number Averaging One Full Year Participation By Activity And By Center

ACTIVITY	CENTER									
	Atlanta	Augusta	Macon	Milledgeville	Albany Regional	Augusta Regional	Gainesville Regional	Rome Regional	Sandersville Regional	Waycross Regional
Distributive Ed.										
Total			89							
One-year average			12.6							
Math Skills										
Total	110		87			240			125	
One-year average	38.7		7.7			14.6			43.4	
Motivation										
Total		252					398			
One-year average		107.2					19.0			
Music Education										
Total				211						
One-year average				58.3						
Nurse Assistant Instruction										
Total			72							
One-year average			9.0							
Orientation/ Diagnosis										
Total				611						
One-year average				25.5						
Small Appliance and Furniture Repair										
Total				76						
One-year average				28.3						

The median age of FY 74 participants was 14.5 years, but as Table 5 indicates, the age range of Youth Development Center participants is quite broad. This table also indicates the degree of participation by Center. Overall, 63% of all resident children participated in Title I-funded programs.

Table 5

Number Of Residents And Participants By Age And By Center

Center		Ages of Youth -10	10	11	12	13	14	15	16	17	18	19	20	21	TOTAL
Atlanta	* Res.	2	13	24	53	73	26	13	1						205
	Partic.	2	13	24	43	61	18	10	1						172
Augusta	Res.				22	50	75	100	75	50					372
	Partic.				12	25	100	78	37	0					252
Macon	Res.				21	103	158	278	196	41					797
	Partic.				5	43	108	155	87	23					421
** Milledgeville	Res.					5	24	111	358	109	3	1			611
	Partic.					5	24	111	358	109	3	1			611
Albany Regional	Res.	2	6	11	22	56	122	164	147	19					549
	Partic.	1	5	5	1	13	23	46	24	5					123
Augusta Regional	Res.	5	11	21	29	72	128	211	250	17					744
	Partic.	4	6	10	20	30	44	51	64	11					240
Gainesville Regional	Res.		2	2	25	42	98	135	108	15					427
	Partic.		0	0	24	36	94	126	105	13					398
Rome Regional	Res.				18	33	87	117	153	24					432
	Partic.				12	22	58	78	102	16					288
Sandersville Regional	Res.	2	3	7	12	38	46	95	80	18	1				302
	Partic.	2	3	4	13	23	18	31	26	5	0				125
Waycross Regional	Res.	4	7	9	22	41	95	155	135	4					472
	Partic.	4	7	9	22	41	95	155	135	4					472
TOTAL	Res.	15	42	74	224	513	859	1379	1503	297	4	1			4911
	Partic.	13	34	52	152	299	582	841	939	186	3	1			3102

* Res. = Residents, Partic. = Participants

** Each resident at the Milledgeville Youth Development participates in its orientation program, therefore the number of participants is equal to the number of residents.

Table 6 shows, by Center, the amount of Title I funds expended and the total amount of funds expended for each Title I project. It also shows the expenditure per participant averaging one full year of participation.

Of the 27 Title I Youth Development Center programs conducted in FY 74, fewer than half (41%) of them received supplementary funds of 15% or more from state and other federal sources. This means that without Title I funds the children living in Youth Development Centers would not have received the services and participated in the remedial activities made possible through the Title I program.

Table 7 shows the number of Title I staff members by Center and gives the amount of money paid for their services by Title I. This table indicates that all systems used Title I monies to employ aides, while only three paid teachers with such funds. Of the total amount expended by all Centers in 1974 ($425,270 - Table 1), 74.6% went for salaries ($317,108).

Since a relatively large proportion of children participates in programs for only a brief period of time (See Tables 3 and 4), it is difficult to measure comprehensively both the academic and the emotional impact which a Center has on each child. But even a few days of instruction may be the turning point for a child. In general, the local Center evaluators report that the Title I projects provided services which materially contributed to the accomplishment of the project objectives.

Table 6

Title I And Total Funds Expended And Expenditure Per Participant Averaging One Full Year Service By Center

	Basic Academic Skills				Barbering		Business Education		Career Education	
	Total		Per Part.		Total	Per Part.	Total	Per Part.	Total	Per Part.
Milledgeville	*A	*R								
Title I	32,000	48,000	[1]	$588 250	5500	5.4 $1020	15748	10.5 1500		
Total	60,000	53,000	81.6	128 650 469	6000	1110	16000	1524		
Albany Regional										
Title I	8,077		9.5	850						
Total	12,000			1263						
Gainesville Regional										
Title I	11,039			581						
Total	17,650		19.0	929						
Waycross Regional										
Title I	10,948			412						
Total	20,748		26.6	780						
Atlanta										
Title I									7333	22.6 324
Total									7700	341

[1] Number of participants averaging one full year service.

* A = Academic Achievement; R = Remedial Instruction
** L = Library Skills
** R = Reading

Table 6 (Cont.)

	Communication Skills				Cultural Enrichment		Distributive Education		Math Skills	
	Total	Per Part.			Total	Per Part.	Total	Per Part.	Total	Per Part.
Atlanta										
Title I	16,026	42.3		$379					10,895	38.7 $282
Total	16,400			388					11,300	$292
Augusta										
Title I	121,274	107.2		1131						
Total	121,274			1131						
Macon	**L	**R								
Title I	8,305	7,200		$134 364	9,555	74.0 $129	13,781	12.6 1094	7,200	7.7 $935
Total	9,805	11,000	61.9 19.8	158 556	11,055	149	15,281	1213	8,700	1130
Augusta Regional										
Title I	2,222								2,222	14.6 152
Total	2,322		14.6	$152 159					2,322	159
Rome Regional										
Title I	7,848	16.7		470						
Total	7,848			470						
Sandersville Regional										
Title I	5,010								5,010	43.4 115
Total	5,010	10.0		501					5,010	115

Table 6 (Cont.)

	Motivation		Music Education		Nurse Assistant Instruction		Orientation/ Diagnosis		Small Appliance and Furniture Repair	
	Total	Per Part.	Total	Per Part.	Total	Per Part.	Total	Per Part.	Total	Per Part.
Augusta										
Title I	121,274	107.2 1131								
Total	121,274	1131								
Macon										
Title I					11,270	9.0 1252				
Total					13,370	1486				
Milledgeville										
Title I			2600	58.3 44.6			39,000	25.5 $1529	25,000	28.3 $ 883
Total			3000	51.5			81,500	3198	34,000	$1201
Gainesville Regional										
Title I	$1567	19.0 82.5								
Total	2500	131.6								

Table 7

Number Of Title I Staff Members And Salaries By Position And By Center

Center	No. Teachers	Teacher Salaries	No. Other Pros.	Other Pos. Salaries	No. Ed. Aides	Ed. Aide Salaries	No. Other Non-Pro.	Other Non-Pro. Salaries	Total Staff	Total *Salaries
Atlanta	3	25,213			2	4,980			5	$ 30,193
Augusta	7	74,820	4	15,328	4	9,734	2	3,120	17	103,002
Macon					6	11,900			6	11,900
Milledgeville	9	67,040	3	33,900	4	7,260	3	20,200	19	128,400
Albany Regional					2	5,450			2	5,450
Augusta Regional					2	5,325			2	5,325
Gainesville Regional					2	10,546			2	10,546
Rome Regional					1	4,877			1	4,877
Sandersville Regional					2	9,446			2	9,446
Waycross Regional					1	3,853	1	4,416	2	8,269
TOTAL	19	167,073	7	49,228	26	73,371	6	27,736	58	$317,408

* These figures may vary from a strict accounting figure since these figures were compiled by the Centers prior to the completion of final fiscal accounting reports, and in some cases reflect some estimation.

In addition to presenting substantive data about the accomplishment of these project objectives, local Center evaluators were asked to include in their reports answers to the following two questions:

1. How successful was the project in meeting the stated objective?

   unsuccessful_____ somewhat successful_____ successful_____

   very successful_____

2. How relevant is the evidence presented above (in the evaluation report) in documenting the successfulness of the project in meeting the stated objective?

   not relevant_____ somewhat relevant_____ relevant_____ very relevant_____

Table 8 indicates that most evaluators felt both that the project was successful and that the evidence presented was relevant.

Table 9 presents summary data for the ten Centers regarding funds, students, staff and programs.

Table 8

Project Success And Revelance Of Evidence, By Center And By Activity

	Atlanta	Augusta	Macon	Milledgeville	Albany Regional	Augusta Regional	Gainesville Regional	Rome Regional	Sandersville Regional	Waycross Regional	Avg./ Prog. Area
Basic Academic Skills				*R *A							
Success[1]			•	4 4	3		4			3	3.600
Relevance[2]				4 4	3		4			3	3.600
Barbering											
Success				3							3.000
Relevance				3							3.000
Business Education											
Success				4							4.000
Relevance				4							4.000
Career Education											
Success	3										3.000
Relevance	2										2.000
Communication Skills			** ** L R								
Success	2	4	4 4			3		3	4		3.429
Relevance	3	4	4 4			3		3	4		3.571

Table 8 (Cont.)

	Atlanta	Augusta	Macon	Milledgeville	Albany Regional	Augusta Regional	Gainesville Regional	Rome Regional	Sandersville Regional	Waycross Regional	Avg./ Prog. Area
Cultural Enrichment											
Success			4								4.000
Relevance			4								4.000
Distributive Education											
Success			3								3.000
Relevance			3								3.000
Mathematic Skills											
Success	3		4			3			4		3.500
Relevance	3		4			3			4		3.500
Motivation											
Success		4					4				4.000
Relevance		4					4				4.000
Music Education											
Success				4							4.000
Relevance				4							4.000
Nurse Assistant Instruction											
Success			4								4.000
Relevance			4								4.000

Table 8 (Cont.)

	Atlanta	Augusta	Macon	Milledgeville	Albany Regional	Augusta Regional	Gainesville Regional	Rome Regional	Sandersville Regional	Waycross Regional	Avg./ Prog. Area
Orientation/ Diagnosis											
Success				3							3.000
Relevance				3							3.000
Small Appliance Furniture Repair											
Success				3							3.000
Relevance				3							3.000
Average, All Projects											
Success	2.666	4.000	3.800	3.571	3.000	3.000	4.000	3.000	4.000	3.000	
Relevance	2.666	4.000	3.800	3.571	3.000	3.000	4.000	3.000	4.000	3.000	

1 Success: 1 = unsuccessful, 2 = somewhat successful, 3 = successful, 4 = very successful
2 Relevance: 1 = not relevant, 2 = somewhat relevant, 3 = relevant, 4 = very relevant

* A = Academic Achievement; R = Remedial Instruction
** LS = Library Skills
** R = Reading

Table 9

Summary Data

CENTER	FUNDS		STUDENTS		STAFF			PROGRAMS			
	Total Allocation	Total Expenditures	Residents	Participants	Title I Funded Teachers	Title I Funded Aides	Title I Salaries-Teachers and Aides	Number	Kind	Total Participants	Number Averaging 1 Full Year Participation
Atlanta	$ 45,846	$ 33,017	205	172	3	2	$ 30,193	3	Career Education Communication Skills Mathematics Skills	76 119 110	22.6 42.3 38.7
Augusta	162,545	148,552	372	252	7	4	84,554	2	Communication Skills Motivation	252 252	107.2 107.2
Macon	36,121	39,569	797	421		6	11,900	6	Communication Skills (2) Cultural Enrichment Distributive Education Mathematics Skills Nursing Assistant Instruction	** I_{273} ** R_{106} 177 89 87 72	** $L_{61.9}$ ** $R_{19.8}$ 74.4 12.6 7.7 9.0
Milledgeville	185,236	151,832	611	611	9	4	74,300	7	Basic Academic Skills (2) Barbering Business Education Music Education Orientation/Diagnosis Small Appliance and Furniture Repair	* A_{249} * R_{177} 26 58 211 611 76	* $A_{128.0}$ * $R_{81.6}$ 5.4 10.5 58.3 25.5 28.3

Table 9

Summary Data

CENTER	FUNDS		STUDENTS		STAFF			PROGRAMS			
	Total Allocation	Total Expenditures	Residents	Participants	Title I Funded Teachers	Title I Funded Aides	Title I Salaries-Teachers and Aides	Number	Kind	Total Participants	Number Averaging 1 Full Year Participation
Albany Regional	9,725	6,821	549	123		2	5,450	1	Basic Academic Skills	132	9.5
Augusta Regional	7,872	7,569	744	240		2	5,325	2	Communication Skills Mathematic Skills	240 240	14.6 14.6
Gainesville Regional	11,114	11,782	427	398		2	10,546	2	Basic Academic Skills Motivation	398 398	19.0 19.0
Rome Regional	9,262	7,391	432	288		1	4,877	1	Communication Skills	288	16.7
Sandersville Regional	8,335	8,753	302	125		2	9,446	2	Communication Skills Mathematics Skills	125 125	10.0 43.4
Waycross Regional	9,262	9,984	472	472		1	3,053	1	Basic Academic Skills	472	26.6
TOTAL	$485,318	$425,270	4911	3102	19	26	$240,444	27			

* A = Academic Achievement, R = Remedial Instruction ** L = Library Skills ** R = Reading

Following is a brief description of the instructional activities offered by each Center, the measures used to evaluate each project's effectiveness, and evaluation results.

BASIC ACADEMIC SKILLS

Each of the ten Youth Development Centers provided instruction in reading, communication skills and/or mathematics skills. Of these, four Centers conducted programs involving combinations of these activities, and were therefore placed in the Basic Academic Skills category.

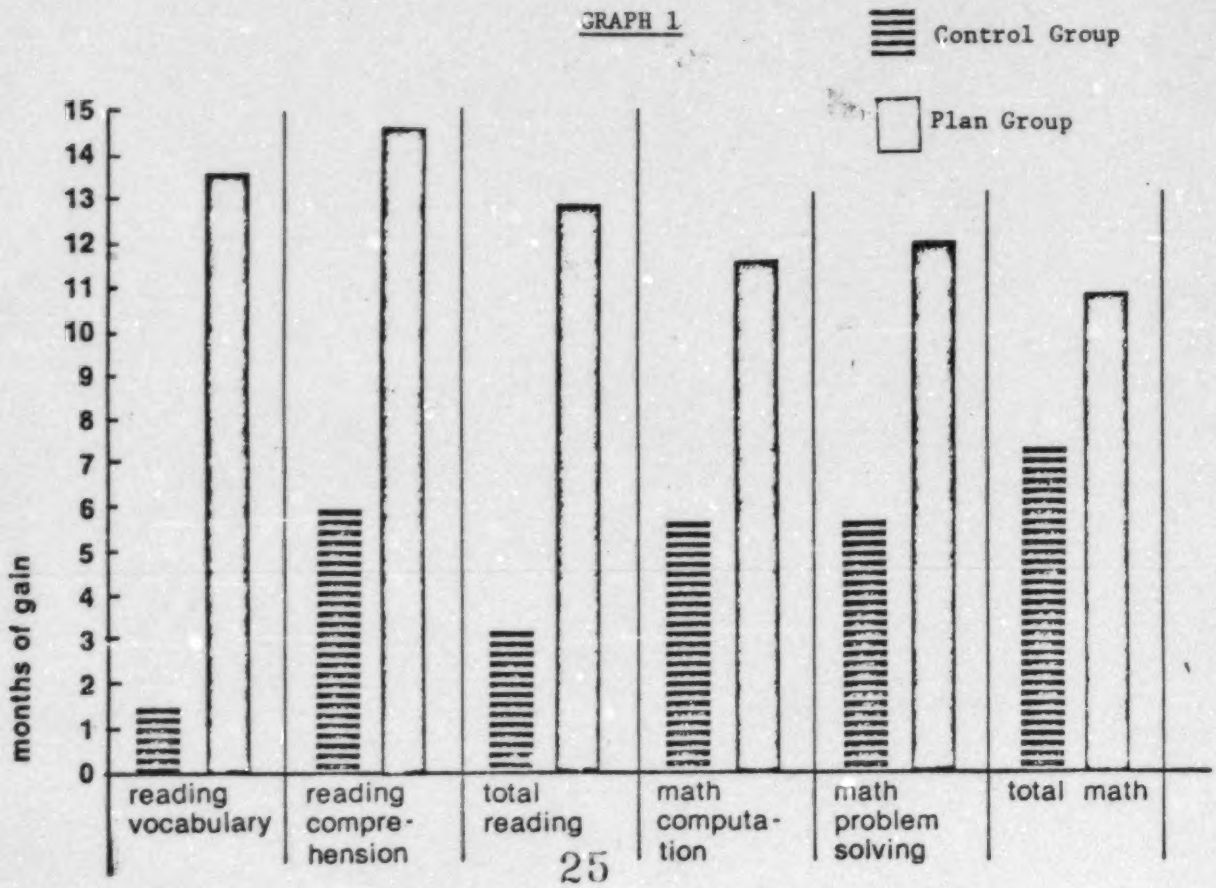
The Milledgeville Youth Development Center conducted two such activities - one in remedial instruction and one for academic achievement. In the remedial area, a variety of media and resources were used to "minimize or eliminate academic retardation by developing positive attitudes, motivation, ability to compete, ability to communicate and better relationships in classes." A variety of readers, films, filmstrips, cassettes and tapes were among items used to improve students' skills in reading and mathematics. In addition to these skills, several students were taught the months of the year, the days of the week, and to tell time. The administration of the California Battery of Achievement Tests both pre- and post-instruction showed a Reading Grade Level increase of .82 and a Mathematics Level increase of .35.

In the activity designed to "increase academic achievement," the Milledgeville Center selected students to participate in Program Learning According to Need (PLAN), a computer managed, individualized learning program. This approach involved the use of a variety of audio visual materials and equipment, with special emphasis on the student being responsible for operating equipment himself and at his own pace.

According to the findings of Dr. Robert Aaron of the College of Education at the University of Georgia, the results were significant. Dr. Aaraon describes his preliminary findings in this way: "Based on this preliminary study the computer managed, individualized learning program has had a very dramatic effect on the achievement behaviors of the experimental pupils. They had no significant advantage in learning rate, age, intelligence quotient, or initial mathematics and reading ability at the outset of the program. Yet, despite the control group's significantly greater number of mean days in the program at the Center, the experimental group clearly out achieved them in all reading and mathematics subtests."

The following graph illustrates the difference between the PLAN group and the control group. The students who used PLAN showed mean gains in reading of eight months to a year greater than the students in traditional classrooms. And in math, the PLAN group mean gains were from three to five months greater.

GRAPH 1



To increase the grade level in both mathematics and reading was the objective of the Albany Youth Development Center project. Pre-test and post-test scores from the Wide-Range Achievement Test indicate that for students with a residency of 30 days or more, an average gain of one month was made in reading, one month in spelling and three months in mathematics.

The Wide Range Achievement Tests were selected by the Gainesville Regional Youth Development Center for use in its project, also. Gainesville sought to "assess each child's weakness and strengthen skills in reading, phonics and basic mathematics." Small group instruction was stressed, and test results indicate that for students participating an average of 20 days, overall gains of .76 in reading and .75 in mathematics were achieved.

The Waycross Center used S. R. A. Reading Labs, Hoffman Reading Programs, and L. W. Singer Math Drill and Practice Kits in its efforts to improve reading and math skills of program participants. All students who were residents of the center for 30 days or more were administered the Wide Range Achievement Test. Results showed an average gain in reading of five months, in spelling of four months and in mathematics of seven months. The Waycross Center made this information available to staff members, individual students, judges, probation officers, court services workers and counselors upon request.

COMMUNICATION SKILLS

Six Centers conducted programs in Communication Skills. This area includes such skills as reading, speech, spelling, and writing, along with comprehension. The Atlanta Center emphasized individualized reading classes in an effort to "improve the reading achievement of 50% of the students by 0.1 grade level for each month in the program." Of the 119 students in the program, 67 participated for three months or more. Pre- and post-test scores from the Wide Range Achievement Test were available for 43 of these students. The

results of these tests indicated that 58% of the pre- and post-tested students improved to some degree in reading achievement level. Fourteen percent (14%) improved by 0.1 grade level per month. In addition, an informal reading inventory was administered to students. This inventory included items taken from The Diagnostic Reading Scales by George Spache and items developed by Dr. Robert Aaron. Pre- and post-test scores from the inventory on 104 of the students indicate that 83% improved their reading achievement level to some degree and 40% by at least .1 grade level per month.

Remedial reading, speech correction and improvement of self-image was the purpose of the Augusta Center's program in communication skills. A variety of tests were administered, including Diagnostic Reading Scales (George Spache), Wide Range Achievement Test, California Test of Personality, Wechsler Intelligence Scale for Children, Wechsler Adult Intelligence Scale, Hoffman and Sullivan Reading Pre- and Re-Tests as well as teacher-made tests. The results from these tests indicate that as a result of having participated in the program, the students had an improved attitude toward learning; showed improvement in achievement level; exhibited improved peer relationships; showed greater stability; showed less frustration and emotional strain and had fewer behavioral problems.

The Macon Youth Development Center conducted two activities in the Communication Skills area. One activity in reading was designed "to meet the special needs of students reading on a 4.5 level or below." Reading level was determined by pre-testing with the California Achievement Test, Slosson Oral Reading Test and several informal reading and reading readiness tests. Once a student's reading level was assessed, the student was given an individualized program of experiences to follow, designed to meet the needs indentified for that student. No post-tests for this activity were conducted, since the Center administers post-tests to all students upon leaving.

Also designed to improve reading skills was the library skills activity conducted at the Macon Center. Students were pre-tested with the California Achievement Test and the Slosson Oral Reading Test. Based on reading scores, an individualized program was designed for each student, so that the materials each was assigned and those each selected from the library were suited to individual needs. As the student progressed, the material got progressively more difficult. As an adjunct to this program, approximately 11 different students per month were involved in producing a monthly newspaper, which required a variety of skills.

Augusta Regional's communication skills program sought to advance each student's achievement level one month for each two weeks stay in the program. The Wide Range Achievement Test was administered as a pre-test to determine needs in reading, spelling and mathematics. A random sampling indicated that for students spending an average of 39 days in the program, reading and math achievement improved an average of six months, while spelling improved an average of four months.

Students participating in Rome Regional Center's program gained an average of seven months improvement for an average of 5.9 weeks spent in the program. These results were obtained from administering the Wide Range Achievement Test prior and subsequent to instruction.

The Wide Range Achievement Test was the instrument chosen by Sandersville Regional Center to evaluate its students in reading and mathematics, also. A random selection of participants' scores show these results: 20 students increased an average of 8.6 months for 1.9 months of participation in the program.

MATHEMATICS SKILLS

Four centers conducted programs in mathematics skill improvement. Atlanta sought to improve the achievement level of 50% of its students by .1 grade

level for each month in the program. An individualized approach was taken, and results from the Wide Range Achievement Test administered prior and subsequent to instruction showed that 78% of the students participating three months or more showed some degree of improvement. Fifty-two percent (52%) improved 0.1 grade level for each month in the program, thus meeting the objective.

The Macon Center emphasized the consumer aspects of mathematics in teaching basic mathematics skills such as measurement, telling time, making change and determining weight and distance. A variety of materials and methods were employed in this program including filmstrips, tapes, transparencies, work books, games, adding machines and off campus trips for shopping, etc.

Augusta Regional's mathematics program was designed to advance each student's achievement one month for each two weeks spent in the program. Results from pre and post testing with the Wide Range Achievement Test indicate that students averaging 39 days in the program showed an average improvement in math of six months.

Students at the Sandersville Regional Center showed an average improvement in math of 8.5 months for an average of 1.9 months of participation, based on the Wide Range Achievement Test. Small group instruction was emphasized in this program to "increase the number of mathematics skills over which a student has mastery."

OTHER PROGRAMS

In addition to these basic skills programs, many centers provided courses in other areas. The Milledgeville Center offered an array of programs in addition to basic skills. A program in Music Education was designed to provide opportunities for students to express themselves musically in individual or group performances, and to increase their music appreciation.

Another program provided focused on training students in the vocation skills of Repairing Small Appliances and Furniture. Safety and good work habits were emphasized in the repair of items such as hot plates, coffee pots, toasters, hair dryers, vacuum cleaners, electric lamps, chairs, tables, picture frames and book cases. Students learned to operate several tools including the lathe, drill press, jointer, arm saw, hand saw and sander in the process of this program.

A course in Barbering was conducted at the Milledgeville Center to "train students in a vocational skill with emphasis on good work habits." Twenty-six students received on-the-job instruction in cutting and trimming hair and proper care of tools, each progressing at his own rate. Also offered at Milledgeville was a course in Business Education designed to help students become better prepared for the labor market. Students were instructed in typing, bookkeeping and record keeping for a period of approximately 12 weeks.

Also conducted at the Milledgeville Center was a program that familiarized students with the personnel, programs, policies and procedures of the Center. In addition, this program diagnosed students' emotional, medical, social and educational problems. After participating in the orientation and diagnostic program, students were given an objective, staff-developed orientation test covering Center programs, procedures and staff. Of all students taking the test, 84.5% achieved a score of at least 70, which is the minimum satisfactory passing grade.

At the Atlanta Center, students were exposed to a wide variety of career possibilities in the Career Education program. Filmstrips, workbooks and vocational games, posters and field trips were used to provide information and stimulate discussions. Typing instruction was given as a part of this program, also.

Culturally deprived students at the Macon Center were offered instruction in crafts such as embroidery, macrame, weaving, jewelry making, batik, fabric design, block printing and rug making. Goals for each student were established and careful guidance given to help in meeting the goals in the Cultural Enrichment program. The Macon Center offered two additional programs. The Distributive Education program was designed to offer students instruction in marketing and distribution and help them develop an understanding of the social, civic and economic responsibilities of those engaged in distribution in a free competetive society. Students learned stock control, the use of cash registers and display and salesmanship. In the Nurse Assistant program, students were to gain a knowledge and understanding of hospital ethics, human anatomy and procedures for patient care. The course combined formal instruction with clinical experience. Seventy percent (70%) of the graduates of this program are now employed as Nursing Assistants.

Two Centers provided programs designed to increase the student's motivation and to improve his self-concept. The Augusta Center used activities such as a hobby shop, arts, crafts and driver education to capture the students' interest. The Gainesville Center used varied techniques of teaching to interest students in the academic program of the Center. One technique involved the use of "rewards" or "tokens." In this way students earned "money" to purchase special priviledges such as snacks, bowling, movies, late TV and play day. More than 83% of the students were able to "buy" play day each Friday of the school year in addition to purchasing other privileges during the week. The use of a variety of audio visual teaching aids and methods elicited observable interest on the part of the students participating in the Motivation program.

SUMMARY AND RECOMMENDATIONS

Georgia's ten Youth Development Centers are designed for the care of delinquent children. Basic skills (reading, mathmatics and communication skills) are emphasized in the majority of the Title I educational programs offered at Youth Development Centers. In teaching the basic skills, individualization and small-group instruction are frequently used. A number of Centers are equipped with a wide range of audio-visual materials which are useful in teaching reading and communication skills.

Other Title I courses include Business Education, Cultural Enrichment and Small Appliance and Furniture Repair. Results of the "enrichment" courses fall in the cognitive, affective and psychomotor domains. Center administrators report such gains as increased knowledge of jobs available and training necessary for each (Career Education), improved peer relationships (Motivation), and development of marketable skills (Barbering, Nurse Assistant Program).

Program content is determined through a needs assessment which takes place at each Center. Once programs have been established on the basis of the needs and the priorities of a given Youth Development Center at a given moment, performance objectives are written for the programs. This seems to be the area of greatest potential for Georgia's Youth Development Centers.

Several Centers provided in their FY 1974 reports precise statements in limited, observable, behavioral terms. These Centers were subsequently best able to assess the progress of each student, and ultimately were in position to determine their program's overall success or failure.

Other objectives were stated in terms which were non-behavioral. These seem to have proven less valuable. In many cases no definite criteria were established for measuring the impact of a given program. Consequently, it was difficult for administrators to determine whether their methods were effective.

Another area of potential for the entire system of Youth Development Centers in Georgia is one concerning instructional activities and methods. Many of the Youth Development Center programs report a high degree of success in solving educational problems and in raising achievement levels. These programs undoubtedly contain elements which would interest other Youth Development Center administrators who are confronted with similar problems and who have not been as successful in solving them.

For this reason, a more comprehensive system of describing instructional activities and methods might be incorporated into the present reporting system. Information on methods which have "worked" in one Youth Development Center could then be disseminated to and, if appropriate, used by other Centers. Additional areas of possible common interest are systems used for scheduling and patterns of organization.